

Curriculum Planning 2019-2020

Curriculum Area: History

Curriculum Intent: The intent of the History Curriculum in year 7, 8 and 9 is to provide all students, regardless of background, a high quality of education that provides a clear knowledge-based curriculum that offers a British history narrative that spans from 1066 up until the end of the Second World War. Topics are sequenced in chronological order and key historical themes such as monarchy, democracy, persecution, protest and social change are regularly explored, linked and compared throughout the time periods to consolidate a strong knowledge base for all students. As well as providing a strong knowledge of British history, students will learn about essential world events such as the international conflicts of the First and Second World War, the African-American experience from slavery to the Civil Rights Movement and the persecution and genocide of Jewish people during Holocaust. This will ensure that all students leave Bramhall High School (regardless of whether continue History at GCSE level) with a clear understanding of British values and how the world around them has been created over centuries, understanding of how their democracy functions, how protest has led to change and why multiculturalism is celebrated. As important as the broad and relevant knowledge base provided, students also develop a range of history specific skills such as knowledge and understanding, chronology, cause and consequence, significance, source skills and change and continuity. Students are assessed on four occasions over the course of each year, being given the opportunity to develop the aforementioned skills and teacher and peer feedback is used to improve skills during CPR lessons.

Below is a breakdown of the historical skills students develop throughout the 5 year curriculum:

Change and continuity:

- Explaining why some changes are more important than others.
- Making a judgement about change and continuity.

Interpretations:

- Explaining reasons for different interpretations while inferring from sources.
- Investigating interpretations and making a judgement considering the nature, origin and purpose of sources.
- Evaluating why a source might be useful for a historian.

Significance:

- Explaining why some people or events are more significant than others.
- Investigating different reasons for significance and making a judgement about them.
- Analysing how significance might vary according to different viewpoints.

Cause and consequence:

- Explaining why some causes and consequences are more important than others.
- Investigating events and making a judgement about change and continuity
- Analysing change and continuity, and explaining your own judgements.

The table below covers examples of the historical themes explored throughout the five year curriculum that encourage students to build upon prior learning.

	Year 7	Year 8	Year 9	Year 10	Year 11
Power of the Monarchy	How did William the Conqueror use castles, feudalism and the Domesday book to control England?	The role of Queen Victoria as Empress of India and the development of empire.	The role of Queen Victoria as Empress of India and the development of empire.	How did parliamentary democracy and the rise of socialism cause difficulties for Kaiser Wilhelm in ruling Germany before the First World War?	How did Queen Elizabeth I use her royal court, patronage and the Privy Council to control England?
Development of Democracy	How did Parliament's challenge to King Charles I cause the English Civil War and eventually lead to a constitutional monarchy?	How did the Civil Rights Act of 1968 improve suffrage of African-Americans?	How did British democracy progress with the extension of suffrage from 1832 to 1928?	How did the abdication of Kaiser Wilhelm II and introduction of the Weimar Republic between 1918 and 1919 affect the German people?	How did Parliament challenge the authority of Elizabeth over the Religious Settlement?
Protest Movements	How important was the Black Death and Poll Tax in causing the Peasants Revolt in 1381?	How significant was William Wilberforce's to the abolition of the slave trade in 1807? Was Martin Luther King the most important factor in causing the Civil Rights Movement?	How did the Chartist Movement, Peterloo Massacre and Suffragette Movement affect political change throughout the nineteenth and early twentieth century?	How successful was Nazi opposition (the Stauffenberg Bomb Plot, White Rose Group and the Red Orchestra) before and during the Second World War?	Was Mary Queen of Scot residence in England the main reason why there were so many Plots and Rebellion's against Queen Elizabeth before 1587?
Persecution of Minorities	Does Mary I deserve to be called 'bloody'? The persecution of Protestants as heretics during Queen Mary I reign. How did Catholic persecution lead to the Gunpowder Plot?	Who were the Ku Klux Klan and what were their aims? Why was there Civil Right Movement in the USA during the 1950s and 60s?	What is it to be Jewish and why should we remember the Holocaust? How were aboriginal tribes in Australia persecuted by the British Empire?	How did Anti-Semitic persecution intensity between 1933 with the Jewish boycott and 1944-45 with the Final Solution and Auschwitz at the end of the Second World War?	How and why were Catholics and Puritans persecuted under Elizabeth I's reign?
Religious Change	Why did Henry VIII Break from Rome in 1534? What was the counter-reformation?	Why did the ideas that were developed in Charles Darwin's book 'On the Origins of Species' challenge religion during the nineteenth and twentieth centuries?	Why did the ideas developed in Charles Darwin's book 'On the Origins of Species' challenge religion?	How did Nazi Religious Policies towards the Catholic Church and the creation of the Reich Church increase their control over the German population?	How did Elizabeth's Religious Settlement attempt to find a 'middle way' between Catholicism and Protestantism?

Social Change	How does living in medieval towns compare to how we live today in modern towns?	How did the Civil Right Act of 1968 improve the lives of African-Americans in the USA?	How did the industrial revolution affect how people lived their lives? Focus on different demographics of people and developments in housing, public health, education and medicine.	How did Nazi social policies affect the German people? Focus on a range of demographics including women, youth, working classes, middle classes, Jews, gypsies, socialists.	What caused increases in poverty during the Elizabethan era? How did Elizabeth's government respond to the poor? In depth local studies into culture (Globe Theatre) and architecture (Hardwick Hall)
Poverty	What was it like to live in poverty during the Tudor period?	How did racial segregation and the Jim Crow laws entrench poverty for African-Americans during the 1950s and 60s?	What were the biggest difficulties having to live and work during the Industrial Revolution?	How did the Wall Street Crash the Great Depression affect the German people?	How effective were the Elizabethan Poor Laws at dealing with the problem of poverty in Elizabethan England?
Imperialism	Why did William the Conqueror and Harald Hadrada's invade England in 1066? How did imperialism influence the decision for King Phillip II to launch the Spanish Armada?	How did imperialism help cause the First World War? What was Hitler's foreign policy aim of Lebensraum and how did it help cause the Second World War?	Was the British Empire a force for good or was it just the imperialist themselves that benefitted? The British Empire and the case study of Australia	Why did Kaiser's foreign policy aims focus on Weltpolitik and Mitteleuropa? Hitler and Social Darwinism: how did it lead to a foreign policy aim of Lebensraum?	How did Sir Walter Raleigh attempt to develop the first English colonies in North America?

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	Remote Contingency												
Autumn 1	<p>What is History?</p> <ul style="list-style-type: none"> How do we measure time? Chronology Artefacts Anachronisms History Detective – using artefact to investigate history <p>The Lindow Man – Local History – Lindow Man was found in Wilmslow</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 – The Iron Age</p> <p>Local History study: a study of an aspect or site in local history dating from a period before 1066 – Lindow fields where Lindow man was found</p>	<p>Homework: Chronology - Create a timeline of your life using ten key events</p> <p>Homework: source skills - Create five artefacts about yourself and explain their significance of each one</p> <p>October Assessment: Source skills: What happened to the Lindow Man?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>How do we measure time?</td> </tr> <tr> <td>2</td> <td>Chronology, Centuries and Anachronisms</td> </tr> <tr> <td>3</td> <td>Historical Artefacts</td> </tr> <tr> <td>4</td> <td>Bias</td> </tr> <tr> <td>5</td> <td>The Lindow Man</td> </tr> <tr> <td>6</td> <td>November assessment</td> </tr> </table>	1	How do we measure time?	2	Chronology, Centuries and Anachronisms	3	Historical Artefacts	4	Bias	5	The Lindow Man	6	November assessment
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Autumn 2	<p>The Norman Conquest</p> <ul style="list-style-type: none"> The death of Edward the Confessor and the claimants to the throne Battle of Stamford Bridge Battle of Hastings <p>Medieval society, economy and culture</p> <ul style="list-style-type: none"> Feudal System Castles Domesday Book Medieval towns 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The Development of Church, state and society in Medieval Britain 1066-1509</p>	<p>Homework: Knowledge and understanding - Why should your claimant be king? Write a speech persuading support for your claimant</p> <p>Homework: Cause and consequence - Why did William win the Battle of Hastings?</p> <p>January Assessment: Interpretation - The use of castles was the most successful method King William I used to control England – Do you agree?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>Contenders to the throne</td> </tr> <tr> <td>2</td> <td>The Battle of Hastings</td> </tr> <tr> <td>3</td> <td>Was William a good king?</td> </tr> <tr> <td>4</td> <td>Feudal System and Domesday Book</td> </tr> <tr> <td>5</td> <td>Medieval Towns</td> </tr> <tr> <td>6</td> <td>Development of Castles</td> </tr> </table>	1	Contenders to the throne	2	The Battle of Hastings	3	Was William a good king?	4	Feudal System and Domesday Book	5	Medieval Towns	6	Development of Castles
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Spring 1	<p>The Black Death and its social and economic impact</p> <p>The Peasants Revolt</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The Development of Church, state and society in Medieval Britain 1066-1509</p>	<p>Homework: Change and Continuity - What advice would you give to people in 1348 to overcome the Black Death if you could travel back in time?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>January Assessment</td> </tr> <tr> <td>2</td> <td>The Black Death</td> </tr> <tr> <td>3</td> <td>The causes of the Peasants Revolt</td> </tr> <tr> <td>4</td> <td>The Peasants Revolt</td> </tr> </table>	1	January Assessment	2	The Black Death	3	The causes of the Peasants Revolt	4	The Peasants Revolt				
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<p style="text-align: center;">Spring 2</p>	<p>The English Reformation and Counter-Reformation</p> <ul style="list-style-type: none"> • King Henry VII • King Henry VIII and his six wives • Break from Rome • Mary I 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>Homework: Interpretation – Marriage was the main reason why Henry VIII broke from Rome in 1534. How far do you agree?</p> <p>March Assessment: Source Skills - How convincing are interpretations A and B to a historian studying the reign of Henry VIII</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1805 225 2134 512"> <tr><td>1</td><td>Henry VII</td></tr> <tr><td>2</td><td>Henry VIII interpretations / 6 wives</td></tr> <tr><td>3</td><td>Henry VIII Break from Rome</td></tr> <tr><td>4</td><td>Assessment</td></tr> <tr><td>5</td><td>Rich and Poor in Tudor times</td></tr> </table>	1	Henry VII	2	Henry VIII interpretations / 6 wives	3	Henry VIII Break from Rome	4	Assessment	5	Rich and Poor in Tudor times
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<p style="text-align: center;">Summer 1</p>	<p>The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)</p> <ul style="list-style-type: none"> • Elizabeth and her court • The Religious Settlement • Northern Rebellion • Spanish Armada <p>Stuart England: Gunpowder Plot: Catholic Persecution</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>Homework: Knowledge and understanding - Diary account explaining the differences between the Tudor rich and poor.</p> <p>End of year assessment: Source skills - How useful are sources A and B studying the Black Death?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1805 639 2134 932"> <tr><td>1</td><td>Bloody Mary?</td></tr> <tr><td>2</td><td>Elizabeth I and her difficulties</td></tr> <tr><td>3</td><td>The Religious Settlement and opposition</td></tr> <tr><td>4</td><td>Spanish Armada</td></tr> <tr><td>5</td><td>The Gunpowder Plot</td></tr> </table>	1	Bloody Mary?	2	Elizabeth I and her difficulties	3	The Religious Settlement and opposition	4	Spanish Armada	5	The Gunpowder Plot
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<p style="text-align: center;">Summer 2</p>	<p>The English Civil War</p> <ul style="list-style-type: none"> • Divine Right of Kings, sovereignty and democracy • Causes of the Civil War • Battle of Marston Moor, Edgehill and Naseby • The New Model Army • Oliver Cromwell and implementing Puritanism 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: The development of Church, state and society in Britain 1509-1745</p>	<p>June Assessment: Cause and consequence – what caused the English Civil War?</p> <p>Homework: Interpretation - Was Oliver Cromwell a hero or villain?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1805 1059 2134 1353"> <tr><td>1</td><td>King Charles I</td></tr> <tr><td>2</td><td>Causes of the English Civil War</td></tr> <tr><td>3</td><td>The Battles of the Civil War</td></tr> <tr><td>4</td><td>The New Model Army</td></tr> <tr><td>5</td><td>Oliver Cromwell and the Republic</td></tr> </table>	1	King Charles I	2	Causes of the English Civil War	3	The Battles of the Civil War	4	The New Model Army	5	Oliver Cromwell and the Republic
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Autumn 1	Britain's transatlantic slave trade: its effects and its eventual abolition <ul style="list-style-type: none"> Slave triangle Middle Passage Slave auctions Life on the plantations 	<u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> Ideas, political power, industry and empire: Britain, 1745-1901	Homework: knowledge and understanding - Write an account of the Atlantic Slave Triangle / Write a Slave Diary account of the Middle Passage, auction and life on the plantation. Classwork: source skills - How useful is Source A to a historian studying a slave auction? October Assessment: Causation - Why was Slavery abolished?	Remote Learning / Stream / TEAMS lessons covering the following weekly topics: <table border="1"> <tr> <td>1</td> <td>The Atlantic Slave Trade</td> </tr> <tr> <td>2</td> <td>Conditions on a slave ship</td> </tr> <tr> <td>3</td> <td>A slave auction</td> </tr> <tr> <td>4</td> <td>Life on a plantation</td> </tr> </table>	1	The Atlantic Slave Trade	2	Conditions on a slave ship	3	A slave auction	4	Life on a plantation
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Autumn 2	The African-American experience through the nineteenth century: <ul style="list-style-type: none"> Abolition of Slavery American Civil War and Emancipation 	<u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> A Study of a significant society or issue in world history and its interconnections with other world developments	Homework: Cause and Consequence - What were the main causes of the Civil Rights Movement? Classwork: knowledge and understanding - Write an account of racial segregation in 1950s USA.	Remote Learning / Stream / TEAMS lessons covering the following weekly topics: <table border="1"> <tr> <td>1</td> <td>Slave resistance</td> </tr> <tr> <td>2</td> <td>The Abolition of the Slave trade</td> </tr> <tr> <td>3</td> <td>The American Civil War</td> </tr> <tr> <td>4</td> <td>Emancipation</td> </tr> </table>	1	Slave resistance	2	The Abolition of the Slave trade	3	The American Civil War	4	Emancipation
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Spring 1	The African-American experience: through the twentieth century <ul style="list-style-type: none"> The Ku Klux Klan Jim Crow Laws and Segregation Civil Rights Movement 	<u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> A Study of a significant society or issue in world history and its interconnections with other world developments	January Assessment: Cause and Consequence - What were the main causes of the Civil Rights Movement? Classwork: knowledge and understanding - Write an account of racial segregation in 1950s USA.	Remote Learning / Stream / TEAMS lessons covering the following weekly topics: <table border="1"> <tr> <td>1</td> <td>The Ku Klux Klan</td> </tr> <tr> <td>2</td> <td>Impact of the two world wars</td> </tr> <tr> <td>3</td> <td>Causes of the Civil Rights Movement</td> </tr> <tr> <td>4</td> <td>Civil Rights Campaigns</td> </tr> </table>	1	The Ku Klux Klan	2	Impact of the two world wars	3	Causes of the Civil Rights Movement	4	Civil Rights Campaigns
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Spring 2	<p>Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform</p> <ul style="list-style-type: none"> • Origins of the industrial revolution • Working conditions • Living conditions • Great Reform Act of 1832 • Chartists 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p> <p>Local history study: a depth study of Stockport Ragged School, Higher Hillgate and the experiences of Ellen Ogden</p> <p>Local history study: a depth study of Macclesfield Workhouse Census return of 1851.</p>	<p>March Assessment: Change and continuity - What was the industrial revolution and how did it affect the British people?</p> <p><i>Following the whole school marking policy, assessment is reduced due to GCSE focus</i></p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Industrial Revolution – change and continuity</td></tr> <tr><td>2</td><td>The Domestic System</td></tr> <tr><td>3</td><td>Population explosion</td></tr> <tr><td>4</td><td>Richard Arkwright</td></tr> <tr><td>5</td><td>Living Conditions - Cholera</td></tr> <tr><td>6</td><td>Factory conditions</td></tr> <tr><td>7</td><td>Manchester – a case study</td></tr> </table>	1	Industrial Revolution – change and continuity	2	The Domestic System	3	Population explosion	4	Richard Arkwright	5	Living Conditions - Cholera	6	Factory conditions	7	Manchester – a case study
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Summer 1	<p>Crime and Punishment in nineteenth century Britain</p> <ul style="list-style-type: none"> • Prison Ships • Transportation • Jack the Ripper • Elizabeth Fry and Prison reform 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p>		<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Prison ships and transportation</td></tr> <tr><td>2</td><td>Jack the Ripper</td></tr> <tr><td>3</td><td>Why was Jack the Ripper never caught?</td></tr> <tr><td>4</td><td>Elizabeth Fry and Prison reform</td></tr> </table>	1	Prison ships and transportation	2	Jack the Ripper	3	Why was Jack the Ripper never caught?	4	Elizabeth Fry and Prison reform						
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Summer 2	<p>The development of the British Empire with a depth study of Australia</p> <p>Charles Darwin's 'On the Origin of Species'</p>	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p>	<p>June Assessment: cause and consequence - Why was Jack the Ripper able to escape justice?</p> <p>Homework: Historical significance - Explain the significance of Charles Darwin's book 'On the Origins of Species'</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Causes of Empire</td></tr> <tr><td>2</td><td>How did the Empire affect the British people?</td></tr> <tr><td>3</td><td>Case study: Australia</td></tr> <tr><td>4</td><td>What are the legacies of empire?</td></tr> <tr><td>5</td><td>Charles Darwin</td></tr> </table>	1	Causes of Empire	2	How did the Empire affect the British people?	3	Case study: Australia	4	What are the legacies of empire?	5	Charles Darwin				
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Curriculum Area: History Year 9 2020-21

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	Remote Contingency										
Autumn 1	<p>Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform</p> <ul style="list-style-type: none"> Origins of the industrial revolution Working conditions Living conditions 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p> <p>Local history study: a depth study of Stockport Ragged School , Higher Hillgate and the experiences of Ellen Ogden</p> <p>Local history study: a depth study of Macclesfield Workhouse Census return of 1851.</p>	<p>Homework: Change and Continuity - What was the industrial revolution and how did it affect the British people?</p> <p>Homework: Knowledge and Understanding - Write a short story for KS2 children about the growth of Manchester or Write a diary account of an inmate of Macclesfield Workhouse.</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>Industrial Revolution – change and continuity</td> </tr> <tr> <td>2</td> <td>The Domestic System</td> </tr> <tr> <td>3</td> <td>Population explosion</td> </tr> <tr> <td>4</td> <td>Richard Arkwright</td> </tr> <tr> <td>5</td> <td>Living Conditions - Cholera</td> </tr> </table>	1	Industrial Revolution – change and continuity	2	The Domestic System	3	Population explosion	4	Richard Arkwright	5	Living Conditions - Cholera
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Autumn 2	<p>People and Protests during the eighteenth and nineteenth century</p> <ul style="list-style-type: none"> Great Reform Act of 1832 Chartists Peterloo Suffragette movement 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Ideas, political power, industry and empire: Britain 1745-1901</p>	<p>October Assessment: Knowledge and Understanding – how did the Great Reform Act of 1832 affect democracy in Britain?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>Political systems</td> </tr> <tr> <td>2</td> <td>The Great Reform Act</td> </tr> <tr> <td>3</td> <td>Chartism</td> </tr> <tr> <td>4</td> <td>Peterloo Massacre</td> </tr> <tr> <td>5</td> <td>The Suffragette Movement</td> </tr> </table>	1	Political systems	2	The Great Reform Act	3	Chartism	4	Peterloo Massacre	5	The Suffragette Movement
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Summer 1	<p>The Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitic persecution 1933-1939 • Ghettoization • The Einsatzgruppen • The Final Solution 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Local History Study – studying Shaw Heath during the Blitz</p>	<p>June Assessment: Knowledge and Understanding – Explain how Anti-Semitic persecution increased between 1933 and 1939.</p> <p>Classwork: Knowledge and Understanding – Explain how Anti-Semitic persecution increased between 1939 and 1945.</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr> <td>1</td> <td>History of Judaism and Anti-Semitism</td> </tr> <tr> <td>2</td> <td>Anti-Semitic Persecution 1933-1945</td> </tr> <tr> <td>3</td> <td>Ghettoisation</td> </tr> <tr> <td>4</td> <td>The Einsatzgruppen</td> </tr> <tr> <td>5</td> <td>The Final Solution</td> </tr> </table>	1	History of Judaism and Anti-Semitism	2	Anti-Semitic Persecution 1933-1945	3	Ghettoisation	4	The Einsatzgruppen	5	The Final Solution
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Curriculum Area: History Year 9 2021-22 and onwards

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	Remote Contingency										
Autumn 1	<p>The First World War and the Peace Settlement</p> <ul style="list-style-type: none"> Recruitment of soldiers – volunteers and conscripts Conscientious Objectors War Poetry Trench conditions on the Western Front The Battle of the Somme 	<p><u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p><u>October Assessment:</u> Source skills – First World War Recruitment Poster: Why would the poster you produced be successful at recruiting men in 1914?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1778 523 2101 778"> <tr> <td>1</td> <td>Recruitment of Soldiers</td> </tr> <tr> <td>2</td> <td>Conscientious Objectors</td> </tr> <tr> <td>3</td> <td>War Poetry</td> </tr> <tr> <td>4</td> <td>Trench conditions</td> </tr> <tr> <td>5</td> <td>The Battle of the Somme</td> </tr> </table>	1	Recruitment of Soldiers	2	Conscientious Objectors	3	War Poetry	4	Trench conditions	5	The Battle of the Somme
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4	Trench conditions													
5	The Battle of the Somme													
Autumn 2	<p>The Second World War and the wartime leadership of Winston Churchill</p> <ul style="list-style-type: none"> Causes of the Second World War Blitzkrieg Fall of France and Evacuation of Dunkirk Battle of Britain The Blitz 	<p><u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p><u>Local History:</u> Students study the impact of the Blitz on their local area, looking at Christmas Blitz of Manchester in 1940 and the loss of life in Shaw Heath (within our catchment area). The building of Lancaster Bombers at Woodford airfield Diesel engine for Royal Navy battleship at ManDiesel on Mirlees are also referenced with photos and explanations.</p>	<p><u>Classwork:</u> Knowledge and Understanding - Life in the trenches – dangers and conditions for the soldiers fighting</p> <p><u>January Assessment:</u> Source skills - How useful are sources A and B to a historian studying trench conditions during the First World War?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1778 906 2101 1104"> <tr> <td>1</td> <td>Causes of the Second World War</td> </tr> <tr> <td>2</td> <td>Blitzkrieg</td> </tr> <tr> <td>3</td> <td>Fall of France</td> </tr> <tr> <td>4</td> <td>Battle of Britian</td> </tr> <tr> <td>5</td> <td>The Blitz</td> </tr> </table>	1	Causes of the Second World War	2	Blitzkrieg	3	Fall of France	4	Battle of Britian	5	The Blitz
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Spring 1	<p>The Second World War and the wartime leadership of Winston Churchill</p> <ul style="list-style-type: none"> Operation Barbarossa and Pearl Harbour D-Day Landings Stalingrad and the Battle of Berlin Nagasaki and Hiroshima 	<p><u>History Programmes of Study: Key Stage 3</u> <u>History National Curriculum 2013:</u> Challenges for Britain, Europe and the wider world 1901 to the present day</p>	<p><u>March Assessment:</u> cause and consequence – What caused the Second World War?</p> <p><u>Classwork:</u> ‘The Evacuation of Dunkirk was a success for the British Army’. How far do you agree?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1778 1353 2101 1473"> <tr> <td>1</td> <td>Operation Barbarossa</td> </tr> <tr> <td>2</td> <td>Pearl Harbour</td> </tr> <tr> <td>3</td> <td>D-day Landings</td> </tr> </table>	1	Operation Barbarossa	2	Pearl Harbour	3	D-day Landings				
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Spring 2	<p>The Holocaust</p> <ul style="list-style-type: none"> • Anti-Semitic persecution 1933-1939 • Ghettoization • The Einsatzgruppen • The Final Solution 	<p>History Programmes of Study: Key Stage 3 History National Curriculum 2013: Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>Local History Study – studying Shaw Heath during the Blitz</p>	<p>June Assessment: Knowledge and Understanding – Explain how Anti-Semitic persecution increased between 1933 and 1939.</p> <p>Classwork: Knowledge and Understanding – Explain how Anti-Semitic persecution increased between 1939 and 1945.</p>	Remote Learning / Stream / TEAMS lessons covering the following weekly topics: <table border="1"> <tr> <td>1</td> <td>History of Judaism and Anti-Semitism</td> </tr> <tr> <td>2</td> <td>Anti-Semitic Persecution 1933-1945</td> </tr> <tr> <td>3</td> <td>Ghettoisation</td> </tr> <tr> <td>4</td> <td>The Einsatzgruppen</td> </tr> <tr> <td>5</td> <td>The Final Solution</td> </tr> </table>		1	History of Judaism and Anti-Semitism	2	Anti-Semitic Persecution 1933-1945	3	Ghettoisation	4	The Einsatzgruppen	5	The Final Solution
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Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	Remote Contingency										
Autumn 1	<p>How did democracy first of all challenge Kaiser Wilhelm II and eventually replace him in the aftermath of the First World War?</p> <ul style="list-style-type: none"> Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws. Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation. 	<p>GCSE History AQA Paper 1</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 1</p>	<p>Homework: In what ways did political and economic changes make Kaiser Wilhelm II's role difficult before the First World War?</p> <p>Classwork: Describe two problems German people faced during the First World War.</p> <p>October Assessment:</p> <p>Germany 1890-1918 question paper</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1771 451 2089 805"> <tr> <td>1</td> <td>Wilhelm II problems</td> </tr> <tr> <td>2</td> <td>Industrialisation, socialism and trade unionism</td> </tr> <tr> <td>3</td> <td>Impact of First World War</td> </tr> <tr> <td>4</td> <td>Treaty of Versailles and reparations</td> </tr> <tr> <td>5</td> <td>Ruhr and hyperinflation</td> </tr> </table>	1	Wilhelm II problems	2	Industrialisation, socialism and trade unionism	3	Impact of First World War	4	Treaty of Versailles and reparations	5	Ruhr and hyperinflation
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4	Treaty of Versailles and reparations													
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Autumn 1	<p>What difficulties did the Weimar Republic face after the First World War?</p> <ul style="list-style-type: none"> Weimar democracy: political change and unrest, 1919–1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924–1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international 	<p>GCSE History AQA Paper 1</p> <p>Germany, 1890–1945: Democracy and dictatorship Part 1</p>	<p>January assessment: Students complete a seen paper on part 1 and 2 of Germany 1890-1945 topic.</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1771 1177 2089 1436"> <tr> <td>1</td> <td>Weimar constitution</td> </tr> <tr> <td>2</td> <td>Kapp Putsch and Spartacist Uprising</td> </tr> <tr> <td>3</td> <td>Munich Putsch</td> </tr> <tr> <td>4</td> <td>Gustav Stresemann and recovery</td> </tr> <tr> <td>5</td> <td>Golden era</td> </tr> </table>	1	Weimar constitution	2	Kapp Putsch and Spartacist Uprising	3	Munich Putsch	4	Gustav Stresemann and recovery	5	Golden era
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3	Munich Putsch													
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5	Golden era													

	agreements on recovery; Weimar culture.			6 Wall Street Crash and Depression 7 Rise of Nazi Party														
Spring 1	<p>What was it like to live under Nazi rule between 1933 and 1945 and how did the Second World War affect society?</p> <ul style="list-style-type: none"> Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees. Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution. Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot. 	Germany, 1890–1945: Democracy and dictatorship part 3	<p>Homework: In what ways did Nazi social policy changes between 1933 and 1939 affect the German people?</p> <p>Homework: Which was more successful at controlling the German people: terror or propaganda?</p> <p>Homework: In what ways did Nazi did Nazi racial policy affect Jewish people living in Germany?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Consolidation of power</td></tr> <tr><td>2</td><td>Nazi economy</td></tr> <tr><td>3</td><td>Nazi education</td></tr> <tr><td>4</td><td>Nazi social policies</td></tr> <tr><td>5</td><td>Nazi control</td></tr> <tr><td>6</td><td>The Second World War</td></tr> <tr><td>7</td><td>The Holocaust</td></tr> </table>	1	Consolidation of power	2	Nazi economy	3	Nazi education	4	Nazi social policies	5	Nazi control	6	The Second World War	7	The Holocaust
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Spring 2	<p>How did Queen Elizabeth govern England and what difficulties did she face?</p> <ul style="list-style-type: none"> Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. 	Elizabethan England, c1568–1603 part 1	<p>January Assessment: Seen examination of part 3 of Germany 1890-1945</p> <p>Homework: Write an account of Elizabeth’s relationship with Parliament and the Privy Council.</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Elizabeth and the Royal Court</td></tr> <tr><td>2</td><td>Parliament and the Privy Council</td></tr> <tr><td>3</td><td>Marriage</td></tr> </table>	1	Elizabeth and the Royal Court	2	Parliament and the Privy Council	3	Marriage								
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	<ul style="list-style-type: none"> The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's authority at the end of her reign, including Essex's rebellion in 1601. 		Homework: Explain what was important about Elizabeth's decision not to marry.	<table border="1"> <tr><td>4</td><td>Norfolk Rebellions</td></tr> <tr><td>5</td><td>Ridolfi and Throckmorton Plot</td></tr> <tr><td>6</td><td>Essex Rebellion</td></tr> </table>	4	Norfolk Rebellions	5	Ridolfi and Throckmorton Plot	6	Essex Rebellion		
4	Norfolk Rebellions											
5	Ridolfi and Throckmorton Plot											
6	Essex Rebellion											
Spring 2	<p>What was it like to live during in Elizabethan times?</p> <ul style="list-style-type: none"> A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. 	Elizabethan England, c1568–1603 part 2	Homework: Write an account of the ways in which the Northern Rebellion affected Elizabethan England. Homework: How convincing is Interpretation B about the Elizabethan theatre? Explain your answer using Interpretation B and your contextual knowledge. (8 marks)	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Wealth and culture</td></tr> <tr><td>2</td><td>Theatre</td></tr> <tr><td>3</td><td>Poverty</td></tr> <tr><td>4</td><td>Exploration</td></tr> </table>	1	Wealth and culture	2	Theatre	3	Poverty	4	Exploration
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2	Theatre											
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Summer 1	<p>What troubles did Elizabeth face at home and abroad?</p> <ul style="list-style-type: none"> Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. 	Elizabethan England, c1568–1603 part 3	Mock Examination: Full examination of paper 1 including both topics of Conflict and Tensions 1894-1918 and Germany 1890-1945	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Religious Change</td></tr> <tr><td>2</td><td>Mary Queen of Scots</td></tr> <tr><td>3</td><td>War with Spain</td></tr> <tr><td>4</td><td>The Spanish Armada</td></tr> </table>	1	Religious Change	2	Mary Queen of Scots	3	War with Spain	4	The Spanish Armada
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	<ul style="list-style-type: none"> • Mary Queen of Scots: background; Elizabeth and Parliament’s treatment of Mary; the challenge posed by Mary; plots; execution and its impact. • Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. 													
<p style="text-align: center;">Summer 2</p>	<p>The historic environment of Elizabethan England</p> <ul style="list-style-type: none"> • 2020 focus: The English Channel and the Spanish Armada 	<p>Elizabethan England, c1568-1603 part 4</p> <p>Local History: Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students’ understanding of Elizabethan England.</p>	<p>Homework: Explain what was important about the problem of poverty in Elizabethan England.</p> <p>Homework: How convincing is Interpretation C about the motives for Drake’s round the world voyage. Explain your answer using Interpretation C and your contextual knowledge.</p> <p>Homework: Explain what was important about the execution of Mary Queen of Scots for Elizabethan England</p> <p>Homework: How convincing is Interpretation B about the failure of the Spanish Armada?</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1767 603 2089 767"> <tr> <td>1</td> <td>TBC</td> </tr> <tr> <td>2</td> <td>TBC</td> </tr> <tr> <td>3</td> <td>TBC</td> </tr> <tr> <td>4</td> <td>TBC</td> </tr> <tr> <td>5</td> <td>TBC</td> </tr> </table>	1	TBC	2	TBC	3	TBC	4	TBC	5	TBC
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Curriculum Area: History**Year Group: 11 2020-21**

Due to the Ofqual and AQA agreeing for year 11 students to be assessed on only three of the four topics we would normally cover for GCSE history, we will not teach the Medicine Through Time topic this year as planned. During year 9 and 10, students were taught the First World War topic, the Germany 1890-1945 topic and most of the Elizabethan England 1568-1603 topic. This will provide us now with more time revise prior content, coach examination technique and offer catch up time to those students who were unable to fully access the curriculum during the spring and summer lockdown of 2020.

Half-term (or specific weeks)	Programme of Learning	Links to the National Curriculum / Specification / Additional	Assessments	Remote Contingency										
Autumn 1	<p>Historic environment of Elizabethan England</p> <p>2021 focus: Kenilworth Castle</p>	<p>Elizabethan England, c1568–1603 part 4</p> <p>Local History: Students will be examined on a specific site in depth. This site will be as specified and will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.</p>	<p>Classwork: Explain the significance of Robert Dudley in the development of Kenilworth Castle</p> <p>Classwork: Explain the significance of the rise of the gentry in explaining the developments of Kenilworth Castle</p> <p>Monitoring of revision packs: First World War – October deadline</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1749 451 2069 930"> <tr> <td>1</td> <td>Revision Pack support</td> </tr> <tr> <td>2</td> <td>Development of Kenilworth Castle over time</td> </tr> <tr> <td>3</td> <td>Developments of the castle made during sixteenth century</td> </tr> <tr> <td>4</td> <td>Role of Dudley in Castles development</td> </tr> <tr> <td>5</td> <td>Role of Gentry in castles development</td> </tr> </table>	1	Revision Pack support	2	Development of Kenilworth Castle over time	3	Developments of the castle made during sixteenth century	4	Role of Dudley in Castles development	5	Role of Gentry in castles development
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Autumn 2	<p>What troubles did Elizabeth face at home and abroad?</p> <ul style="list-style-type: none"> Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's responses and policies towards religious matters. Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. 	<p>Elizabethan England, c1568–1603 part 3</p>	<p>Monitoring of revision packs: Germany 1890-1945 – November deadline</p> <p>November Mock: unseen, closed-book timed in class examination of both paper 1 topics.</p>	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1" data-bbox="1749 1058 2069 1222"> <tr> <td>1</td> <td>Exploration</td> </tr> <tr> <td>2</td> <td>Religious difference</td> </tr> <tr> <td>3</td> <td>Mary Queen of Scots</td> </tr> <tr> <td>4</td> <td>The Spanish Armada</td> </tr> </table>	1	Exploration	2	Religious difference	3	Mary Queen of Scots	4	The Spanish Armada		
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Spring 1	<p>Conflict and Tension 1890-1918 Revision</p> <ul style="list-style-type: none"> Causes of War Stalemate End of War 	Conflict and Tension 1890-1918	Monitoring of revision packs: Elizabeth – February deadline	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Long term causes of war</td></tr> <tr><td>2</td><td>International crises</td></tr> <tr><td>3</td><td>Schlieffen Plan, Marne and Gallipoli</td></tr> <tr><td>4</td><td>Passchendaele, Verdun and Somme</td></tr> <tr><td>5</td><td>War at Sea</td></tr> <tr><td>6</td><td>End of War</td></tr> </table>	1	Long term causes of war	2	International crises	3	Schlieffen Plan, Marne and Gallipoli	4	Passchendaele, Verdun and Somme	5	War at Sea	6	End of War		
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Spring 2	<p>Germany 1890-1945</p> <ul style="list-style-type: none"> Kaiser Reich Weimar Republic Wall Street Crash and rise of Nazi Party Living through Nazi Germany 	Germany 1890-1945	Weekly practice questions based on past papers	<p>Remote Learning / Stream / TEAMS lessons covering the following weekly topics:</p> <table border="1"> <tr><td>1</td><td>Kaiser Reich</td></tr> <tr><td>2</td><td>Weimar Republic</td></tr> <tr><td>3</td><td>Wall Street Crash</td></tr> <tr><td>4</td><td>Rise of the Nazi Party</td></tr> <tr><td>5</td><td>Living through Nazi Germany</td></tr> <tr><td>6</td><td>Second World War</td></tr> <tr><td>7</td><td>Holocaust</td></tr> </table>	1	Kaiser Reich	2	Weimar Republic	3	Wall Street Crash	4	Rise of the Nazi Party	5	Living through Nazi Germany	6	Second World War	7	Holocaust
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Appendix 1

History Department's Adherence to National curriculum in England: history programmes of study

Published 11 September 2013

Below is breakdown of how the History Department at Bramhall High School adhere to the KS3 National Curriculum set out in 2013. The department ensured that every aspect of the National Curriculum has been covered throughout year 8 and 9. Furthermore, we are very keen to develop the full range of skills that we believe every student should leave school with regardless of whether they choose to take it beyond KS3. To demonstrate our broad curriculum coverage, we have identified below the topics that we cover in green

Pupils should be taught about:

The development of Church, state and society in Medieval Britain 1066-1509

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

The development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

- the Norman Conquest (Year 7 Autumn Term)
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament (Year 7 Autumn Term)
- the English campaigns to conquer Wales and Scotland up to 1314

- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature (Year 7 Autumn Term)
- the Black Death and its social and economic impact (Year 7 Autumn Term)
- the Peasants' Revolt (Year 7 Autumn Term)
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

The development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- Renaissance and Reformation in Europe
- the English Reformation and Counter-Reformation (Henry VIII to Mary I) (Year 7 Spring Term)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) (Year 7 Spring Term)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain Year 7 Summer term)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

Ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

- the Enlightenment in Europe and Britain, with links back to 17th-century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition (Year 8 Autumn term)
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society, party politics, extension of the franchise and social reform (Year 8 Spring Term)
- the development of the British Empire with a depth study (for example, of India) (Year 9 Spring Term)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species' (Year 9 Summer Term)

Challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the [Holocaust \(Year 8 Summer term\)](#), this could include:

Examples (non-statutory)

- women's suffrage
- [the First World War and the Peace Settlement \(Year 8 Summer Term\)](#)
- the inter-war years: the Great Depression and the rise of dictators
- [the Second World War and the wartime leadership of Winston Churchill \(Year 8 Summer Term\)](#)
- the creation of the welfare state
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

Local history study

Examples (non-statutory)

- [a depth study linked to one of the British areas of study listed above \(1940 Blitz bomb sites in Shaw Heath as part of Second World War, Macclesfield Work House and Stockport Ragged School as part of the Industrial Revolution\)](#)
- [a study over time, testing how far sites in their locality reflect aspects of national history – \(Bramhall Hall and Tudors\)](#), (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066

The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- a study in depth into a significant turning point, for example, the Neolithic Revolution ([Tollund Man in Autumn term of Year 7](#))

At least one study of a significant society or issue in world history and its interconnections with other world developments: for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; [USA in the 20th century. \(Year 8 Autumn Term\)](#)